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Standards for elementary
schools. 1927-28

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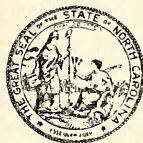
by

Supt. of Public Instruction

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STANDARDS
FOR THE
ELEMENTARY SCHOOLS
OF
NORTH CAROLINA
1927-28



PUBLISHED BY THE
STATE SUPERINTENDENT OF PUBLIC INSTRUCTION
RALEIGH, N. C.

INTRODUCTION

These standards for elementary schools have been prepared with the hope that they may contribute to the upbuilding and strengthening of the elementary schools, which, as the foundation of our public school system, must meet the common needs of all children, not only in giving them the fundamentals of an education, but in enriching and broadening their lives.

Grateful acknowledgment is made to the superintendents, supervisors, principals and teachers whose hearty co-operation made possible the study of the schools of the State on which these standards are based, and to the members of the committees on standards from the North Carolina Education Association.

It is hoped that these standards will serve many useful purposes for county superintendents and county boards of education; not only in planning the organization of the entire system, but also in setting up a new level of teacher preparation, and in emphasizing the need for increased teaching equipment. It should be a great stimulus to local communities in their efforts to provide better educational facilities.

The State Department will send a visitor to schools desiring to be accredited; and, at the end of each scholastic year, a list of the standard schools, measuring up to the standards herein set forth, will be printed for distribution. This list will be based on information secured by visits and from the reports submitted by the various schools.

Perhaps the standards will need to be modified within the next few years, so as to include a principal who, under the general supervision of the proper school authorities, will have direct supervisory authority over the activities of the elementary school.

It is suggested that superintendents begin to give the same careful consideration to the employment of principals for elementary schools that they have been giving heretofore to the selection of high school principals. An elementary principal should be thoroughly familiar, by both training and practice with the whole elementary field, and the same high level of training should be required as is now required of supervisors.

In the union schools, of course, the high school principal will have general administrative control. If, in addition to this, one of the elementary teachers could be made a part time supervising principal for the elementary grades, great good, in my opinion, could be accomplished.

I, therefore, commend to all people interested in elementary education in North Carolina, a careful study of this bulletin, with a view to the improvement of conditions in their localities.

A. T. Allen

State Superintendent Public Instruction.

Standards for Elementary Schools

CLASSES OF STANDARD SCHOOLS

Two groups of standard elementary schools have been worked out. In each group are two classes. These are:

Group I—Class A and Class B.

Group II—Class A and Class B.

The requirements for these groups are as follows:

GROUP I—CLASS A

1. A seven-year course of study, including required subjects.*
2. Length of Term. Nine months or 180 days, exclusive of holidays.
3. Number of Teachers. At least fourteen whole-time teachers.
4. Qualification of Teachers.† The majority of teachers must hold Primary and Grammar Grade Certificates. No teacher shall hold a certificate lower than an Elementary Class A. Teachers holding High School Certificates may teach only in grades four to seven.
5. Attendance. At least 450 pupils in average daily attendance.

The number of pupils per teacher should not exceed forty pupils in average daily attendance.‡

6. Equipment:

- a. At least three sets of supplementary readers (20 copies in a set) for each grade.
- b. Required number of maps and a globe at least 12" in diameter.
- c. Dictionaries owned by all pupils in grades five to seven, or at least two dozen dictionaries (owned by school) for each grade—five to seven.§
A teacher's desk dictionary in each grade—four to seven.
One unabridged dictionary for use in grades four to seven.
- d. Library of at least 700 volumes, including required subjects.
- e. Special equipment for primary work.

7. Required permanent records.

8. An adequate, sanitary building.

* In schools offering twelve years of work organization on the six-year elementary and six-year high school plan (junior and senior high school) is accepted. The seventh school year may be substituted for the seventh grade.

† The qualifications of teachers will probably be raised for the year 1928-29; certainly in a few years.

‡ While forty pupils is a large average, it may be necessary in some grades in order to make the attendance required by law for the whole school of thirty-five pupils for each additional teacher after the first four teachers and one hundred pupils. If the average daily attendance in a few grades reaches forty-three pupils, this condition will be considered temporary and will not keep the school off the accredited list.

§ Dictionaries are recommended for the fourth grade.

GROUP I—CLASS B

1. A seven-year course of study, including required subjects.*
2. Length of Term. Nine months or 180 days exclusive of holidays.
3. Number of Teachers. At least eight whole-time teachers.
4. Qualification of Teachers.† The majority of teachers must hold Primary and Grammar Grade Certificates. No teacher shall hold a certificate lower than an Elementary Class A. Teachers holding High School Certificates may teach only in grades four to seven.
5. Attendance. At least 240 pupils in average daily attendance.
The number of pupils per teacher should not exceed approximately forty pupils in average daily attendance.‡
6. Equipment:
 - a. At least three sets of supplementary readers (20 copies in a set) for each grade.
 - b. Required number of maps and a globe at least 12" in diameter.
 - c. Dictionaries owned by all pupils in grades five to seven, or at least two dozen dictionaries (owned by school) for each grade—five to seven.§
A teacher's desk dictionary in each grade—four to seven.
One unabridged dictionary for use in grades four to seven.
 - d. Library of at least 500 volumes, including required subjects.
 - e. Special equipment for primary work.
7. Required permanent records.
8. An adequate, sanitary building.

GROUP II—CLASS A

1. A seven-year course of study, including required subjects.*
2. Length of term. Eight months or 160 days exclusive of holidays.
3. Number of Teachers. At least eight whole-time teachers.
4. Qualification of Teachers.† The majority of teachers must hold Primary and Grammar Grade Certificates. No teacher shall hold a certificate lower than an Elementary Class A. Teachers holding High School Certificates may teach only in grades four to seven.
5. Attendance. At least 240 pupils in average daily attendance.
The number of pupils per teacher should not exceed approximately forty pupils in average daily attendance.‡
- 6, 7 and 8. Same as in "Group I—Class B" above.

* In schools offering twelve years of work organization on the six-year elementary and six-year high school plan (junior and senior high school) is accepted. The seventh school year may be substituted for the seventh grade.

† The qualifications of teachers will probably be raised for the year 1928-29; certainly in a few years.

‡ While forty pupils is a large average, it may be necessary in some grades in order to make the attendance required by law for the whole school of thirty-five pupils for each additional teacher after the first four teachers and one hundred pupils. If the average daily attendance in a few grades reaches forty-three pupils, this condition will be considered temporary and will not keep the school off the accredited list.

§ Dictionaries are recommended for the fourth grade.

GROUP II—CLASS B

1. A seven-year course of study, including required subjects.*
2. Length of Term. Eight months or 160 days, exclusive of holidays.
3. Number of Teachers. At least seven whole-time teachers.
4. Qualification of Teachers.† All teachers must hold at least Elementary A Certificates. Teachers holding High School Certificates may teach only in grades four to seven.
5. Attendance. At least 205 pupils in average daily attendance.
The number of pupils per teacher should not exceed approximately forty pupils in average daily attendance.‡
6. Equipment:
 - a. At least three sets of supplementary readers (20 copies in a set) for each grade.
 - b. Required number of maps and a globe at least 12" in diameter.
 - c. Dictionaries owned by all pupils in grades five to seven, or at least two dozen dictionaries (owned by school) for each grade—five to seven.§
A teacher's desk dictionary in each grade—four to seven.
One unabridged dictionary for use in grades four to seven.
 - d. Library of at least 300 volumes, including required subjects.
 - e. Special equipment for primary work.
7. Required permanent records.
8. An adequate, sanitary building.

* In schools offering twelve years of work organization on the six-year elementary and six-year high school plan (junior and senior high school) is accepted. The seventh school year may be substituted for the seventh grade.

† The qualifications of teachers will probably be raised for the year 1928-29; certainly in a few years.

‡ While forty pupils is a large average, it may be necessary in some grades in order to make the attendance required by law for the whole school of thirty-five pupils for each additional teacher after the first four teachers and one hundred pupils. If the average daily attendance in a few grades reaches forty-three pupils, this condition will be considered temporary and will not keep the school off the accredited list.

§ Dictionaries are recommended for the fourth grade.

COURSE OF STUDY

A unified, carefully graded course of study is essential to effective work. The law requires the teaching of certain fundamental subjects as they are arranged, by grades and outlined in the State Course of Study, in all seven-year elementary schools. The curriculum of an elementary school which follows the State Course of Study will be approved.

Every effort should be made to strengthen and supplement the work, and to broaden and enrich the curriculum to meet the needs of the pupils in giving them the fundamentals of an education.

Textbooks.

The State adopted textbooks are required by law to be used in all the elementary schools of the State.

Required Subjects.

The course of study should include:

English (Reading, Language, and Spelling)—grades one to seven;
Arithmetic—grades one to seven; Geography—grades four to seven;
History (including North Carolina History in the sixth grade)—
grades five to seven; Civics—grade seven; Elementary Science—grade
seven.

The amount of time specified is required to be given to the following subjects:

Health and Physical Education—grades one to seven, 120 minutes
per week.

Writing*—grades one to six, 75 minutes per week; grade seven,
45 minutes.

Music**—grades one to seven, 75 minutes per week.

Drawing—grades one to seven, 60 minutes.

Amount of Work Required by Grades.

The State Course of Study is to be used as the basis of classification of pupils and as outlining by grades the work in each subject.

Standard Tests.

It is urgently recommended that schools employ measurements as an aid in determining the results of teaching and the ability to learn. Intelligence tests, and Standard Achievement Tests should be used as a help in the classification of pupils, to reveal individual needs and to indicate the progress of the class.

* Less time may be given if pupils measure up to grade standard on a standard writing scale.

** Music texts are required. If the pupils do not own them, the school is required to own at least two sets of State adopted texts (30 copies each) to be used from grade to grade.

Completion of a Standard Elementary School.

This includes satisfactory completion of the prescribed seven-year course of study in English, Arithmetic, Geography, History and Civics, with the specified amount of time devoted to Health and Physical Education, Writing, Music and Art Education.

Pupils completing the course in a standard elementary school should be issued Certificates of Completion which will entitle them to enter a standard high school without examination.

SUGGESTIVE TIME DISTRIBUTION TABLE

SUBJECTS	GRADES—MINUTES PER WEEK						
	I	II	III	IV	V	VI	VII
English:							
Reading and Literature-----	550	525	400	300	225	200	400*
Language-----	100	100	150	175	175	200	
Spelling-----	50†	75	75	100	100	100	
Writing‡-----	75	75	75	80	80	75	50
Arithmetic-----	50	100	150	200	200	200	240
Geography (including North Carolina Geography) and Elementary Science	—§	—§	50	150	160	180	240
History (including North Carolina History in sixth grade) and Civics-----	—§	—§	—§	50	120	160	240
Health and Physical Education-----	150	150	150	150	150	150	150
Art Education (Fine and Industrial Arts)-----	75	75	75	90	90	90	60**
Music-----	75	75	75	80	80	80	80

The above time allotments include both study and recitation time. Study time may be a part of the recitation period or a separate period set apart for this purpose. Unassigned time should be used as best meets the needs of the pupils. Ethics and Moral Training should be provided for in all grades.

RECORDS AND REPORTS**Pupil's Individual Permanent Record.**

All standard elementary schools are required to keep a complete, accurate, cumulative scholastic and attendance record for each child, including his final standing and location by grade. The individual record sheets of the register should be detached, placed in envelopes at the end of the year and permanently filed. A supply of individual manila envelopes may be purchased from Barrett Printing Co., Wilson, N. C. Only one envelope will be needed for each pupil as long as he remains in school.

Annual Report.

A preliminary report at the opening of school and an annual report to the State Superintendent of Public Instruction are required of all standard schools.

* English includes Reading, Language, and Spelling. † Last half of term.

‡ Less time should be given by students measuring up to grade standard on a Standard Writing Scale.

§ Frequently included in language work and opening exercises. At other times special periods are used.

** Additional time (1 ½ to 2 hrs.) should be added if industrial and practical arts are taught.

EQUIPMENT

SUPPLEMENTARY READERS

Easy, interesting supplementary reading material should be selected, including children's literature, geography and travel, history, biography, science. Lists of supplementary readers for each grade, including books recently published or especially recommended, will be furnished by the State Department of Education.

MAPS AND GLOBE

Effective teaching of Geography and History requires not only reference and supplementary reading material, but an adequate number of maps and charts, together with the constant use of a globe. The requirements for use in grades four to seven are as follows:

Globe.

At least 12" in diameter (preferably a suspension globe).

Maps.

A. Physical Series:

World on Mercator's Projection	Asia
United States	Africa
North America	Australia
South America	Eastern Hemisphere
Europe	Western Hemisphere

At least five of the above are required.

B. Blackboard Outline Series:

At least three under A above are required.

C. Political Series:

At least seven maps under A are required.

Also good map of North Carolina.

D. Historical Series; Atlas:

An atlas and a good series of charts for American History are recommended, not required.

Each map should be mounted on a spring roller with a board back, or in an individual or group case.

LIBRARY

Requirements.

A carefully selected, well organized library is vital to the success of the work of a school. The number of library books required in standard schools is: Group I—Class A, 700 volumes; Group I—Class B, 500 volumes; Group II—Class A, 500 volumes; Group II—Class B, 300 volumes. The library must include:

100 volumes of standard literature for children.

20 volumes of poetry.

50 volumes of reference and supplementary material in geography (including travel, exploration, discoveries, industries, inventions, nature and science)—for use in grades four to seven.

50 volumes of reference and supplementary material in history and civics (including biography)—for use in grades four to seven.

Note. See bulletin, "List of Library Books for Elementary Schools," issued by State Department of Education. Books on all subjects are given by grades.

Suitable books for the primary grades should be included in the library,—at least 20 of these should be placed in each classroom of grades one to three as grade libraries. Grade libraries are recommended for all grades.

Schools are urged to subscribe to several children's magazines, especially the National Geographic.

Use of Library.

Loan System: A charging system should be kept, preferably by means of cards. (See State Bulletin, "List of Library Books for Elementary Schools," pages 8 and 9. Supplies may be purchased from Gaylord Bros., Syracuse, N. Y.)

Records: The following records and information should be kept:

1. Accurate and up-to-date accession record of all the books in the library in a Standard Accession Book.*
2. Number of volumes in library—(a) at beginning of year; (b) number added during year; (c) total number to date.
3. Record of use of library†—total number of borrowers; total number of volumes loaned during the year.
4. Grade libraries—number of books distributed to each grade.
5. A permanent record of each pupil's library reading.
6. Amount of money spent for new books—there should be an annual library appropriation.
7. Number of magazines taken. (See State Library Bulletin for suggested list.)
8. Record of library service—time given per week by teacher-librarian or regularly employed librarian.

Classification: The books in the library should be classified by a standard library classification.

Library Room.

Standards for a library room and equipment are given in Bulletin No. 5, Vol. 10, issued by the State Library Commission. Adequate shelving should be provided. The elementary books should be shelved apart from the high school books.

SPECIAL PRIMARY EQUIPMENT

Special equipment is necessary for effective work in the primary grades. The minimum amount required is as follows:

I. General Equipment.

The following are required:

1. Recitation chairs (15 to 20) in the first grade.
2. Grade library (20 to 40 books) in each grade—one to three.
3. Printing press (large type for charts) and a supply of tagboard.

* This is a numerical list of the books in the library in the order in which they are added to the library. This list should be kept in a separate book from the high school list. A Standard Accession Book of one thousand lines may be purchased from Gaylord Bros. Price \$1.25.

† The total number of borrowers consists of the total number of children who borrowed books. The total circulation is obtained by counting the total number of times each book was loaned. Count the book cards at the close of each day before filing them. This gives the total number of books loaned each day. The total for the month and the year is compiled from the daily record. A book designed for keeping this record (entitled "Record of Books Borrowed") may be bought from Gaylord Bros. Price 40 cents.

II. Reading Equipment.

The following are required:

1. Set of Phrase Cards for first basal primer and first reader.
2. Set of Word Cards for first basal primer and first reader.
3. Complete set of Phonic Cards for the phonic facts to be taught in the first, second, and third grades.
4. Silent Reading Material—for use in grades one to three—including some of the following:
Action Sentences; Directions; Questions; Completion Exercises; Silent Reading Lessons; Informal Tests.
5. Seatwork Material—for use in grades one to three—including some of the following:
Word Cards for Sentence Building; Word Matching—Self Verifying Busy Work; Silent Reading Seatwork—Stories, Projects to Illustrate, Language Work, Picture Building; Classifying Words. (Some materials may be bought; others made.)

NOTE. Informal tests, based on reading materials in use, make excellent checks on silent reading carried on independently. These can be easily prepared. For various types, see Twenty Fourth Year Book, Part I, Public School Publishing Co., Bloomington, Ill., \$1.50; Practice Exercises and Checks on Silent Reading in the Primary Grades, Bureau of Publications, Columbia University, N. Y., \$0.35; Second Yearbook, Department Elementary School Principals, N.E.A., Washington, D. C., \$1.00.

III. Arithmetic Equipment.

Some materials under each of the following heads are required:

1. Objects for counting and grouping: Splints (1,000 or more—4" to 5"); Numeral Frame; Blocks; Beads.
2. Measures: Rulers (1 dozen each grade); Yard Sticks (one each grade); One Set Liquid Measures for use in grades one to three.
3. Number Cards and Games—for combination and four fundamental processes; seatwork material for counting, combinations and fundamental processes.

IV. Materials for Drawing, Cutting, Construction.

The following are required:

- Scissors—at least four dozen pair for use in grades one to three.
- Manila Drawing Paper—adequate supply for each grade (one to three).
- Crayola—a box per child (grades one to three).
- Newspaper Paper (unprinted)—adequate supply for first and second grades.

Note. Children may pay for use of these materials.

Recommended:

- Colored Construction Paper.
- Clay and Plasticene.
- Tools—small, strong saws; small, large-headed hammers; nails, varying sizes; tacks; 1 vise; 1 screwdriver.

V. Equipment for Written Work—Recommended:

Uniform materials for all written work (paper of proper width ruling and pencils of proper size) are recommended. Schools can easily order these materials and sell them to pupils.

Grade I: Paper—(a) Unruled, unglazed (unprinted newspaper paper)—first used. Suggested size of sheets 5"x20". Teacher may fold two-inch creases for lines.

(b) Wide-ruled unglazed paper—one-inch ruling.

Pencil—large size: "Beginner's Pencil."

Grade II: Paper—unglazed; five-eighths-inch ruling. Pencil—ordinary size, medium soft, large lead.

Grade III: Paper—(a) Rough surface; one-half-inch ruling.

(b) Quality that will take ink well; one-half-inch ruling.

Pencil—ordinary size, medium soft.

Penholder—medium size with cork or rubber tip.

Pen—with rounded point.

ADDITIONAL EQUIPMENT RECOMMENDED

(Grades One to Seven)

I. General Equipment.

United States Flag (large size for flag pole, small one for each grade).

North Carolina Flag.

Recitation chairs for second and third grades.

Victrola and suitable records; Piano.

Pictures; Mother Goose pictures by Jessie Wilcox Smith. Copies of great pictures—for schoolroom and picture study.

Scales for weighing pupils.

Bulletin Board; Sand Table; Playground Apparatus.

II. Standard Tests.

Intelligence Tests.

Achievement Tests in subjects.

BUILDING

A modern, sanitary building should be provided, including:

An adequate number of classrooms of proper size, properly lighted, properly heated, and well ventilated.

At least a seat of suitable size for every child in average daily attendance; adequate blackboard facilities; adequate, well ventilated cloakroom space; and adequate library facilities.

Sanitary water supply with drinking and lavatory facilities; sanitary toilet facilities.

Building and grounds kept in good condition.

NOTE: Building Standards. Water supply and sewage disposal to be approved by the State Board of Health.

A statement of the building standards which best provide these conditions has been prepared by the Division of Schoolhouse Planning, State Department of Education. Every effort should be made to meet these requirements.

REPORT ON STANDARDIZATION OF ELEMENTARY SCHOOLS FOR 1926-1927

	In Counties	Special Charter	Total
Number of schools which qualify on basis of number of teachers and length of term.....	359	186	545
Number of standard schools.....	105	77	182
Number which did not become standard	254	109	363
Items which kept schools from qualifying:			
1. Teacher's certificates*	126	30	156
2. Equipment	76	59	135
3. Course of Study*	30	7	37
4. Building Conditions*	6	12	18
5. Attendance*	16	1	17
	254	109	363

Total Number of Schools Visited, 168.

Report of Libraries in Standard Schools

	No. Schools	No. Vols. before school was accredited	No. Vols. in library at present
County	105	17,049	58,803
City	77	34,997	79,118
Total	182	52,046	134,921

Total Number of Borrowers 78,989

Total Number of Volumes Loaned 571,570

Great credit and honor are due the schools which became standard this year. Many of them began early in September to strengthen their courses of study and to secure the necessary equipment. Superintendents, supervisors, principals, teachers, and pupils together with the people in the communities worked with untiring efforts.

The outlook for next year is most encouraging, for many schools throughout the State have begun to build up libraries, to secure the sets of supplementary readers, and to provide for physical education, music, and art in their courses of study, so that this fall, with teachers who hold the proper certificates, they will be ready to do more effective work and become accredited in 1927-28.

* Most of these schools also lacked equipment.

Rural Standard Elementary Schools—1926-27

County—Schools	Group	Class	County—Schools	Group	Class
Brunswick—			Gaston—		
Southport.....	II	B	Belmont.....	I	B
Buncombe—			Lowell.....	II	B
Biltmore.....	I	B	Mount Holly.....	I	B
Black Mountain.....	I	B	Ranlo.....	II	B
Candler.....	II	B	Stanley.....	II	B
Emma.....	II	B	Graham—		
Fairview.....	II	B	Robbinsville.....	II	B
Grace.....	II	A	Granville—		
Haw Creek.....	II	B	Creedmoor.....	II	B
Leicester.....	II	B	Greene—		
Oakley.....	II	B	Walstonburg.....	II	B
Sand Hill.....	II	B	Guilford—		
Valley Springs.....	II	B	Gibsonville.....	II	B
West Buncombe.....	II	B	Guilford Public.....	II	B
Woodfin.....	II	A	Jamestown.....	II	B
Weaverville.....	II	B	Bessemer.....	II	B
Burke—			Sumner.....	II	B
Drexel.....	II	B	Summerfield.....	II	A
Valdese.....	II	B	Harnett—		
Carteret—			Erwin.....	II	A
Newport.....	II	B	Haywood—		
Catawba—			Hazelwood.....	II	B
Long View.....	II	A	Waynesville.....	II	B
West Hickory.....	I	B	Henderson—		
Davidson—			East Flat Rock.....	II	A
Churchland.....	II	B	Fletcher.....	II	B
Davie—			Hoke—		
Shady Grove.....	II	B	Raeford.....	II	B
Duplin—			Iredell—		
Magnolia.....	II	B	Monticello.....	II	B
Wallace.....	II	B	Troutman.....	II	B
Warsaw.....	II	A	Jackson—		
Forsyth—			Cullowhee.....	II	B
Clemmons.....	II	A	Sylva.....	II	A
Old Richmond.....	II	B			

Rural Standard Elementary Schools—1926-27

County—Schools	Group	Class	County—Schools	Group	Class
Jones—			Pender—		
Trenton.....	II	B	Burgaw.....	II	B
Lenoir—			Topsail.....	II	B
Contentnea.....	II	B	Richmond—		
La Grange.....	II	B	Ellerbe.....	II	A
Woodington.....	II	A	Robeson—		
Macon—			Fairmont.....	I	B
Franklin.....	II	B	Rockingham—		
Madison—			Draper.....	II	A
Walnut.....	II	A	Ruffin.....	II	B
Martin—			Rutherford—		
Oak City.....	II	B	Caroleen.....	I	B
Williamston.....	II	B	Henrietta.....	I	B
McDowell—			Rutherfordton.....	I	B
Clinchfield.....	II	A	Spindale.....	I	B
East Marion.....	II	A	Swain—		
Old Fort.....	I	B	Bryson City.....	II	A
Pleasant Garden.....	II	B	Transylvania—		
Mecklenburg—			Brevard.....	II	A
Berry Hill.....	II	A	Rosman.....	II	B
Cornelius.....	II	A	Union—		
Huntersville.....	II	A	Benton Heights.....	II	A
Long Creek.....	II	A	Marshville.....	II	A
Matthews.....	II	A	Wake—		
Oakhurst.....	II	A	Apex.....	II	A
Paw Creek.....	II	A	Cary.....	II	A
Plaza Road.....	II	A	Fuquay Springs.....	II	B
Pineville.....	II	B	Garner.....	II	A
Mitchell—			Knightdale.....	II	B
Bakersville.....	II	B	Millbrook.....	II	B
Harris (Spruce Pine).....	II	B	Wendell.....	II	A
Montgomery—			Warren—		
Candor.....	II	B	Warrenton.....	II	B
Nash—			Wayne—		
Bailey.....	II	B	Nahunta.....	II	B
Middlesex.....	II	B	Pikeville.....	II	B
Nashville.....	I	B			
Whitakers.....	II	B			
Williford.....	II	B			

Special Charter Standard Elementary Schools—1926-27

Special Charter Schools	Group	Class	Special Charter Schools	Group	Class
Albemarle.....	I	A	Franklinton.....	II	A
Asheboro.....	I	B	Fremont.....	I	B
Asheville—			Gibson.....	I	B
Aycock.....	I	A	Greensboro—		
Claxton.....	I	A	Aycock, Cypress,		
Montford.....	I	B	Simpson.....	I	A
Murray.....	II	B	Caldwell and Spring		
Newton.....	I	B	Street.....	I	A
Orange.....	I	B	McIver.....	I	A
Park.....	I	A	Greenville—		
Rankin.....	I	B	Evans Street, West		
Vance.....	I	A	Greenville, Inter-		
Benson.....	II	B	mediate and Model	I	A
Burlington—			Hamlet—		
Broad St. and Ma-			Hamlet Avenue and		
ple Avenue.....	I	A	Vance Street.....	I	A
Chapel Hill.....	I	B	Hendersonville.....	I	A
Charlotte—			Henderson—		
Dilworth.....	I	A	Central and W. End	I	A
Elizabeth.....	I	A	Hickory—		
Bethune.....	I	A	North.....	II	B
D. H. Hill.....	I	A	South.....	I	B
Third Ward.....	I	B	West.....	II	B
Wilmore.....	I	B	High Point—		
Cherryville—			Emma Blair.....	I	A
Grammar School			Lexington—		
and Pri. School	II	A	Robbins.....	I	A
Durham—			Maxton.....	II	B
East Durham.....	I	A	Mebane.....	I	B
Edgemont.....	I	A	Monroe.....	I	A
Fuller.....	I	A	Morehead City.....	I	A
Lakewood.....	I	B	Morganton.....	I	A
Morehead.....	I	A			
North Durham and					
Watts.....	I	A			
W. Durham (N.).....	I	A			
W. Durham (S.).....	I	B			

Special Charter Standard Elementary Schools—1926-27

Special Charter Schools	Group	Class	Special Charter Schools	Group	Class
Mount Airy—			Spring Hope.....	II	B
N. Main Street.....	I	B	Statesville—		
Rockford.....	I	A	East.....	I	A
New Bern—			South and West.....	I	A
Central, Ghent,			Tarboro.....	I	A
Riverside.....	I	A	Tryon.....	I	B
North Wilkesboro.....	I	A	Weldon.....	I	B
Oxford—			Wilmington—		
Grammar School.....	I	A	Hemenway.....	I	A
Pilot Mountain.....	II	B	Isaac Bear.....	I	A
Reidsville—			Tileston.....	I	A
Franklin Street.....	I	A	William Hooper.....	I	A
Rockingham—			Cornelius Harnett.....	I	B
Grammar School			Winston—		
and Great Falls.....	I	A	Wiley.....	I	A

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